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ABSTRACT

The overall objective of this Institute is to improve the ability of school personnel on all levels to recognize and deal effectively with special problems occasioned by school desegregation. Large group institutes of two to ten days for teachers, administrators, supervisors, and guidance personnel are offered. Local leaders are encouraged to participate in planning, organizing and carrying out these institutes which help educators focus on basic problems of human relations, resource materials, grouping, evaluation, and scheduling. In some cases, extended institutes devoted to specific problem areas may be conducted over several months. School districts are encouraged to take a comprehensive approach to desegregation involving school personnel, the total community, and students. To help districts carry out this task, leadership Planning Institutes: (1) provide an opportunity for educators of both races to engage in genuine dialogue in order to open an honest exchange of ideas and expressions of feeling which will sensitize the leadership group to problems incident to integration; (2) prepare participants to take an active, leadership role in future institutes for other school personnel in the district; and, (3) prepare local leaders who can work with students and the total community. [Not available in hard copy due to marginal legibility of original document.] (Author/JM)

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SPECIAL TRAINING INSTITUTE ON SCHOOL DESEGREGATION

FOR

SCHOOL PERSONNEL IN SOUTH CAROLINA, 1968-1969

ED016902

by: The University of South Carolina
School of Education
Columbia, South Carolina 29208

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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ABSTRACT

Objectives: The overall objective of the Institute is to improve the ability of school personnel on all levels to recognize and deal effectively with special problems occasioned by school desegregation. The training sessions will seek to help school leaders, administrators, and teachers in the State to (1) identify problems occasioned by school desegregation, (2) recognize and understand the social, economic, ethnic, and other causes of the problems of school desegregation, and (3) develop individual and collective skills and materials in working effectively toward an effective system of integrated education.

Procedures: School districts are encouraged to take a comprehensive approach to desegregation involving school personnel, the total community and students. To help districts carry out this task, Leadership Planning Institutes are offered to: (1) provide an opportunity for educators of both races to engage in genuine dialogue in order to open an honest exchange of ideas and expressions of feeling which will sensitize the leadership group to problems incident to integration; (2) to prepare participants to take an active, leadership role in future institutes for other school personnel in the district; (3) to prepare local leaders who can encourage and involve students and the total community in developing a positive approach to school desegregation. Various group techniques, procedures and media including films, film clips, tapes, role playing and simulation are used to achieve the objectives of the institutes.

Large group institutes of two to ten days for teachers, administrators, supervisors and guidance personnel are offered. Local leaders are encouraged to participate in planning, organizing and carrying out these institutes which help educators focus on basic educational problems aggravated by desegregation, i.e., human relations, resource materials, grouping, evaluation, scheduling. In some cases, extended institutes devoted to specific problem areas may be conducted over several months.

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1. PROFESSIONAL RESOURCES OF THE INSTITUTION

The University of South Carolina is a comprehensive state university with a current campus enrollment of approximately 12,500 undergraduate and 2,500 graduate students, in addition to those enrolled in five extension divisions across the state. The University embraces a College of Arts and Science; School of Business Administration, Education, Engineering, Journalism, Law, Nursing, Pharmacy, General Studies, six regional campuses; and a Graduate School which coordinates advanced work in the various schools and departments. The tradition of graduate work at the University extends back to the first master's degree conferred in 1812 and to the first doctoral degree in 1891.

The resident graduate faculty numbers approximately 200, of whom more than ninety per cent hold the doctorate. This figure does not include faculty members teaching graduate level courses in the various University Regional Campuses. Master's and doctoral degrees are offered by most of the schools, colleges and departments of the University. All graduate degrees are awarded through the Graduate School.

The School of Education has a full-time resident faculty in excess of sixty. The school offers the usual undergraduate degrees, as well as the Master of Arts, the Master of Education, the Advanced Certificate in Education (a six-year program) and the Doctor of Philosophy. Current campus enrollment in Education is in excess of 1,200 undergraduates and 200 graduate students.

The School of Education offers specialization at the graduate level in five major areas: (1) Elementary Education (2) Secondary Education, (3) Educational Administration, (4) Psychological Services in Education, and (5) Educational Research Doctoral programs are available in each of these areas. The six-year program in Educational Administration is accredited by the National Council for Accreditation of Teacher Education. The University of South Carolina is the only institution

in the state accredited by this agency. In addition, the University is a member of the American Assocation of Colleges for Teacher Education.

The School of Education operates an Office of Field Studies, whose function is statewide; a Bureau of Field Services and Teacher Placement, which has conducted countless administrative studies throughout the state and has provided consultative services for many school systems; a Committee on Educational Research, which is conducting a federally funded research training fellowship program; a large Guidance Center; a very active Reading Clinic; a Curriculum Center and several specialized materials centers. The School of Education publishes the Education Report, an instrument for reporting significant studies undertaken in or by the School of Education.

The School of Education is housed in Wardlaw College, a reasonably, well-equipped building occupying an entire city block. All classrooms, the offices, and the library are air-conditioned. The building includes a large conference room which provides facilities for at least ninety persons.

The School's professional education library contains 28,659 bound volumes and 163 professional journals. Other resources include vertical files of unbound materials, recordings, and special study facilities for graduate students. These facilities are in addition to those of the University's main library (McKissick Memorial Library), the South Caroliniana Library, and the very modern, open shelved Undergraduate Library (also open to graduate students.)

The School of Education maintains working relations with several nearby school systems for student teaching, experimentation, etc.

The central University administration and that of the School of Education have strongly supported the institutes held under the present grant, 1969-70.

The faculty members of the School of Education have enthusiastically participated in many of the institutes held throughout the State.

Frequently used consultants from the University have been:

Dr. Lawrence Giles, Secondary Education
Dr. Milly Cowles, Early Childhood Education
Dr. Thomas Sweeney, Guidance and Counseling
Dr. Donald McKenzie, Guidance and Counseling
Dr. Paul Berg, Reading
Dr. Joseph Bowles, Science-Math
Miss Florence Nelson, Reading
Dr. Henry Aldredge, Guidance and Counseling
Dr. Wilhelm Mayer, Guidance and Counseling

Other staff members have been involved in institute activities on a less frequent basis.

Of equal importance to the success of the institutes, has been the relationship the University enjoys with other institutions of higher education. The willingness and availability of professional staff from South Carolina State College, Clemson University, Benedict College, Allen University, and the Medical College of Charleston have significantly increased the resources of the University.

The School of Education of the University of South Carolina maintains a close relationship with school administrators in the state. The School of Education performs the following functions which aid administrators, other school personnel, and education in general in the state:

a. It provides undergraduate and graduate professional preparation for administrators and other school personnel.

b. Its staff undertakes research designed to contribute to improvement in the teaching process and to greater effectiveness of public education generally.

c. It provides consultants, from its staff, to assist schools in planning and solving educational problems.

d. It publishes a quarterly bulletin, monographs, and conference reports designed to assist administrators and other school personnel.

e. It sponsors, often in cooperation with the State Department of Education, conferences, seminars, and institutes to assist administrators and other school personnel in dealing with educational problems.

The Bureau of Field Services and Teacher Placement of the School of Education arranges consultative service for school systems desiring assistance in planning programs, working on various educational problems, and help in areas of a general or a specific consultative nature. Most members of the faculty are available as consultants; the Bureau serves as a liason office between the faculty members and the schools desiring assistance. It is in a position to conduct educational surveys for interested school systems or educational agencies.

The Bureau offers placement services to undergraduate and graduate students in education and to those students in other schools and colleges of the University desiring to work in education and meeting minimal certification requirements.

In addition to the above, the School of Education offers a two-year program of graduate study leading to the Advanced Certificate in Educational Administration. This program satisfies minimum requirements, according to the American Association of School Administrators, needed to hold a school superintendency. This program is the only one of its kind in the state, and has received a heavy enrollment which has further strengthened University ties with school administrators.

Most school administrators in the State have been directly involved in School of Education activities as students or participants in institutes or workshops. Graduates of the School hold key positions in all areas of education including school districts, State Department of Education and the South Carolina Education Association.

The University of South Carolina has participated, from June 1969 to May 1970 in programs under Title IV of the Civil Rights Act of 1964.

a. South Carolina School Desegregation Consulting Center. Title IV, Section 403, Public Law 88-352, Civil Rights Act of 1964.

b. Special Training Institute on School Desegregation for School Personnel in South Carolina.

Service Area, Economic-Social-Political Climate

The service area of the Training Institute is the entire state of South Carolina which has a land area of 30,272 square miles and a 1966 estimated population of 2,589,000, an 8.7% net increase from 1960.[1] In 1960, Negroes composed 34.8% of the total state population and were the majority population in 18 counties. Vital statistics for South Carolina in 1967 show that there were 29,996 live births and 13,611 deaths in the white population, and 19,826 live births and 8,151 deaths in the non-white population.[2] According to a study of population trend predictors, these vital statistic figures, showing a net increase of 16,385 whites and 11,675 non-whites in the population, represent a reasonably accurate picture of population trends in South Carolina. In 1966, 41.3% of the population was listed as urban. The unemployment rate in March, 1967 was about 6%.

There are 93 school districts in South Carolina. The compliance of each is as follows:

a. Districts that have ended their dual school systems for Negroes and whites:

Calhoun Two (Cameron)
Lexington One (Lexington)
Florence Five (Johnsonville)
Greenwood 51 (Ware Shoals)

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[1]South Carolina State Auditor's Office, Division of Statistical Research, July, 1968.

[2]South Carolina Bureau of Vital Statistics.

Lexington Two (Cayce)
Lexington Five (Ballentine-Irmo)
Spartanburg One (Campobello)
Spartanburg Four (Woodruff)
Spartanburg Five (Duncan)
York Four (Fort Mill)

b. Districts that have recieved approval from the U. S. Department of Health, Education and Welfare on plans to end their dual systems by September, 1970:

Aiken County
Anderson One (Williamston)
Anderson Two (Honea Path)
Cherokee County
Florence One (Florence)
Florence Two (Pamplico)
Greenwood 50 (Greenwood)
Horry County
Kershaw County
Lancaster County
Marion Two (Mullins)
Marlboro County
Oconee County
Orangeburg Four (Cordova)
Pickens County
Spartanburg Two (Spartanburg, Chesnee, Inman)
Spartanburg Three (Glendale, Cowpens)
Spartanburg Six (Fairforest)
Sumter 17 (Sumter)
Union County
Williamsburg County
York Three (Rock Hill)

c. Districts that have been ordered by a federal court to end their dual systems by September, 1970:

Abbeville County
Allendale County
Anderson Three (Starr-Iva)
Bamberg Two (Denmark)
Barnwell 45 (Barnwell)
Charleston 20 (Charleston City Schools)
Chesterfield County
Clarendon One (Summerton)
Clarendon Two (Manning)
Clarendon Three (Turbeville)
Dorchester One (St. George)
Dorchester Two (Summerville)
Dorchester Three (Dorchester)

Georgetown County
Hampton One (Hampton)
Lee County
Newberry County
Orangeburg Five (Orangeburg)
Orangeburg Seven (Elloree)
Saluda County
Sumter Two (Sumter)

d. Districts that have been ordered by federal court to totally desegregate immediately:

Greenville County
Darlington County

e. Seven districts were requested by the U. S. Department of Health, Education and Welfare to submit a plan in mid-December for total desegregation, to take place by December 13, 1969. Some did not submit plans. The plans that were submitted were not approved by HEW. The districts were:

Edgefield County
Dillon One (Lake View)
Hampton Two (Estill)
Jasper County
McCormick County
Orangeburg Three (Holly Hill)
Orangeburg Eight (Branchville)

f. Status of other 31 districts:

Richland County District One (Columbia City Schools) was ruled in compliance with the Civil Rights Act last year by a federal hearing examiner after a charge by the U. S. Department of Health, Education and Welfare that the district was not satisfactorily desegregating. HEW has appealed the hearing examiner's ruling, but no action has been taken since July, 1969. Federal funds were restored temporarily as of April 14, 1969.

Richland District Two (Dentsville-Blythewood) has been charged with non-compliance by HEW and administrative charges are proceeding against the district. The district is continuing to receive federal funds for projects previously approved, but may not expand their projects or receive any additional funds.

The remaining 30 school districts are in various stages of negotiations with the Department of Health, Education and Welfare or have legal proceddings being taken against them in court.

There is a definite trend toward consolidation of school districts in the State. In 1967 there were 113 school districts; in 1968, 97; and by March, 1969, the number had been reduced to 93. There are still many districts with an inadequate number of students and financial base, but consolidation is rapidly taking place and the county unit is emerging as the basic school district.

The estimated school-age population (5-17), July, 1967, was 736,000 or 28.3% of the total population. South Carolina ranks eighth in the nation in percentage of total population in school and nineteenth in percentage of 5-17 population in school, namely 87.5% as compared with 84.9% nationwide.[3]

In 1960, the median school years completed by persons 25 years old and older in South Carolina was 8.7, the lowest in the nation. For whites in this category, the figure was 10.3. For non-whites, the figures was 5.9, the lowest in the nation. Of all ninth graders who entered public school in 1963, 37.8% dropped out of school before graduating. In 1960, 5.5% of the population 14 years old or older was illiterate.[4]

The estimated average salary of all teachers in public schools in South Carolina in 1967-1968 was $5,630; $1,666 less than the estimated national average for the same year.[5]

In 1966, the per-capita personal income in South Carolina was $2,052; $911 less than the national average for the same year. In the same year, 32.1% of the households in South Carolina had incomes of less than $3,000, as compared with 21.5% nationwide. Slightly over half the households in

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[3] Rankings of the States, 1968: Research Report 1968-R1. National Education Association.

[4] Ibid.

[5] Ibid.

the state have incomes of less than $5,000. In some counties the percentage of families having incomes less than $3,000 runs well over 50%.[6] A little less than two-thirds of the labor force in 1967 was employed in manufacturing.[7]

In 1966, the per capita state and local expenditures for all education in South Carolina was $118.01 as compared with the national average of $169. South Carolina ranked 49th among all the states in this category. In 1967-68, the estimated expenditures for public elementary and secondary schools per pupil in average daily attendance was $418, ranking South Carolina 48th among the states in this category, $201 per pupil below the national average per pupil.

In 1960, 39.4% of all housing units in South Carolina were listed as dilapidated or lacking one or more plumbing facilities. This compares with a national average of 18.2%. In some counties the percentage of unsound housing is much higher.

All of these statistics on South Carolina provide a rather bleak socio-economic picture of the state in comparison with much of the nation. The needs of the state for many of its people are real and great. In recent years in particular, there has been a growing willingness to acknowledge these needs and take the necessary measures to meet them. Industrial growth and a desire for more of the same has been an important factor in increasing the state's effort to upgrade and diversify education. There is also a growing willingness to examine the problems of poverty in the state and apply realistic solutions.

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[6] Ranking of the States, 1968: Research Report 1968 -R1. National Education Association.

[7] South Carolina Employment Security Commission.

In many areas of the state, rigid resistance to school desegregation has yielded to the inevitability of desegregation and a willingness to take steps to desegregate in compliance with The Civil Rights Act of 1964. In many parts of the state, white and Negro teachers are now beginning to meet together as colleagues of the same schools. Center institutes have been instrumental in providing the opportunity for such meetings. It is important at this time that these meetings be continued.

The political climate of the state, as pertains to school desegregation, is at the moment somewhat unclear in many areas. Some persons have renewed hope that HEW, under the new administration, will not push compliance with school desegregation guidelines. It is difficult at this time to ascertain the extent or depth of such hopes, but they do seem to be having some effect in certain areas. Integrated teacher institutes in this climate are vital if desegregation is to succeed in the State.

2. PROBLEM IDENTIFICATION

School districts are now seeking aid in increasing numbers from the South Carolina School Desegregation Consulting Center in order to find solutions to the administrative and instructional problems occasioned by school desegregation as they face an immediate September, 1970, deadline. The increase in requests for aid from school districts is attributable to the following:

a. The Departments of Justice and Health, Education and Welfare are more strictly enforcing the 1964 Civil Rights Act.

b. The Courts are consistently handing down total desegregation decisions.

c. The use of University technical assistance by local educational agencies has encouraged them to recommend the services of the Center to other districts.

d. Presentations at professional State and regional meetings have facilitated contact with the Center and made its services and availability known.

It is expected that many more schools will seek aid of some kind as they become involved in the process of desegregating their faculties, staff, and classrooms. Intense work must be done in key areas if the State is to move beyond desegregation toward integration.

Most school personnel want to do their best for all persons, regardless of race, but in many cases they do not know what is best to do or how to go about it. The leadership qualities needed to deal with desegregation problems are slowly being developed by administrators and teachers in South Carolina. Through the experiences acquired over the last year of operation, the Center has categorized educational needs, occasioned or accentuated by school desegregation, in South Carolina as follows:

a. Time. School personnel need time, away from their routine duties, to identify specific desegregation problems; to examine alternative solutions to those problems; and to come to some agreement as to how to solve the specific problems. Inherent in the problem of time is financial resources. Most districts do not have adequate financial resources to pay teachers for attending necessary in-service sessions.

b. Skills. In most cases, local school administrators and teachers have not had the opportunity to develop the necessary skills to deal with desegregation problems. Leadership and problem solving skills have been found to be priority needs.

c. Information and understanding. Typically, it has been found that local school personnel need first-hand information about; (1) how people (individually and in groups) relate to one another; (2) people of the opposite race; (3) the power structure, individual and group, which exert an influence on the community; and (4) curricular reorganization, materials and techniques. The lack of information has precluded, in many cases, a rational solution to problems related to school desegregation.

3. THE PROGRAM PLAN

a. Institute Objectives

It has been demonstrated by the past operations of the Center and of other school agencies that an effective manner of dealing with

school personnel on desegregation matters is through conferences and institutes.

The objectives of the institutes are:

(1) to help school personnel, in the state of South Carolina, to identify the fundamental educational and administrative problems associated with school desegregation and school integration.

(2) to develop local leadership in the area of school desegregation

  (a) to develop the skills and understanding necessary for teachers to assume leadership positions they have not previously filled.

  (b) to activate the dominant leadership skills of school administrative personnel.

(3) to develop, with administrators and teachers, workable approaches to the solutions of the problems identified.

(4) to involve people of both races in the effort to identify the problems, their causes and possible solutions, thereby helping both races to develop an understanding of each other to mutual benefit of themselves and their students.

(5) to help school personnel develop administrative and instructional strategies to effectively eliminate the dual school system and move toward integration.

(6) to help school personnel develop individual knowledge and skills in interpersonal and group relations in order to facilitate comprehensive school integration.

(7) to help develop in school personnel an understanding of the legal, philosophical, and educational needs for integrated education in South Carolina in which all youngsters, regardless of race, have a maximum educational opportunity based on individual needs.

(8) to assist teachers in working effectively with students of other races by providing the opportunity to examine, use, and evaluate multi-ethnic materials and classroom activities which improve human relations.

(9) to assist school personnel in working effectively with individuals and groups within the community on desegregation problems.

b. Program Content

Because of the large number of schools in South Carolina, with thousands of teachers and administrators, it will not be possible to bring them all to institutes in one locale. Past experience has indicated that it will be necessary to hold a variety of institutes and that institutes are most effective when held in the district. Some of the institutes will be devoted to identification and solution of logistical problems, i.e., how to reorganize faculties and students; others will be concerned with instructional problems occasioned by faculty and student desegregation. However, the move toward total desegregation in September, 1970, indicates that the major focus of the institutes will be on problems related to integrated education.

The following are models representing the different types of institutes which might be conducted:

(1) Leadership Planning Institutes:

The Leadership Planning Institute concept has been developed at the South Carolina School Desegregation Consulting Center as a first step toward helping school personnel identify, clarify and work toward solutions of problems, existing or anticipated, related to school desegregation.

These institutes are designed for small groups of administrators or teachers (½ black - ½ white).

Purpose: (a) To provide an opportunity for administrators and teachers of both races to engage in a genuine dialogue. Hopefully, this open, honest exchange of ideas and expressions of feeling will sensitize the leadership group to the racial problems which could occur due to desegregation.

(b) To prepare the participants to take an active role, as group leaders, in an institute which will be conducted at a later date. During the LPI

institute, opportunities are provided for the participants to:

- Clarify their own views on racial and educational problems.
- Use discussion techniques which could be employed to draw out other's views.
- Learn to isolate problem areas.
- Prepare materials for their own institutes.
- Plan their own institutes.
- Learn to analyze group behaviors and processes.
- Learn to give feedback.
- Learn to accept feedback and grow as a result of it.
- Learn to communicate at the feeling level.
- Try out new modes of behavior and ways of relating to people in a laboratory setting.

(c) To impress upon the participants the need for <u>continual</u> involvement in educational planning in order to proceed smoothly from segregation through desegregation and on to integration within the schools.

c. <u>Methods of Presentation</u>:

Various procedures and techniques are used to accomplish the purposes and objectives of the institute. Some of these purposes include:

(a) Inferred Meanings Test. The participants listen to a tape on which a speaker makes the statement twice. After each statement the tape is stopped and the participants are asked to check one of four choices on an answer form which to them explains what the speaker is trying to convey. An example of a statement would be "I don't want to take your time." The choice of answer are: (1) I need your help desperately; (2) I can't wait to go; (3) Invite me; and (4) a simple fact. Discussions are permitted to occur spontaneously.

(b) Film clips prepared by the University of Tennessee. Simulated educational problems involving students, teachers and parents are depicted. These problems may or may not be viewed as primarily racial.

(c) Film prepared by B'nai B'rith entitled, "I Wonder Why?"

(d) Role playing using prepared simulated incidents.

(e) Role playing using simulated incidents prepared by the participants.

(f) Reacting to tapes made while participants were role playing. One group prepares the tape in an isolated room and the second group listens and reacts to it at a later time and in the presence of the first group.

(g) Reacting to a tape of an actual interview with a parent whose child was enrolled in a newly desegregated school.

(h) Problem identification and institute planning sessions.

(i) Group leadership materials.

(j) Characteristics of an Integrated School.

(k) Teachers' Desegregation Checklist.

(l) Center Developed Bibliographies.

(m) Black-white diads, triads, quartets, with assigned "loosening-up"topics to talk about (e.g. sharing positive and negative physical and personality characteristics, sharing of first impressions of each other, developing helping relationship, back-to-back interviewing in order to assume role of partner /emphasizes importance of non-verbal communication/).

(n) Non-verbal communication exercises (e.g. moving around room looking into the eyes of other participants for as long as you like, giving other group members non-verbal feedback).

(o) Fish-bowl exercise. Members of group "A" sit around (outside) group "B," selecting one member of group "B" to observe and later give feedback regarding his behavior, both positive and negative, in the group.

(p) Exclusion exercise. In order to simulate teacher cross-over to a school in which his race will be the minority one, groups are told that they have a short period of time (30 minutes) to select four of its members to leave the group and join another. The only criterion given them is that there must be group consensus on who goes. At the end of this time the people selected actually join another group. After they have been in the new group for an hour or so they are asked to talk about how they feel in the new group, what was done to make them feel welcomed, etc.

(q) Film, Maybe Tomorrow, made by college students, a 15-minute film depicting a relationship between an eighth-grade black girl and a white high school boy and the reaction of the communities to this relationship. (Film ends with no resolution of the situation.)

(r) Film, Black History: Lost, Stolen, or Strayed, a CBS production narrated by Bill Cosby. A provocative look at what history has done to the black American, at how movies have stereotyped black people, etc.

Format of Institutes:

Leadership planning institutes vary a great deal, with the format and rapidity of movement depending on several variables, the most important being the nature of the participants and the nature of the consultants. Thus flexibility is an important aspect of such institutes.

With this perspective the following model can be viewed as a general structure, to be used as a resource rather than a strict guide.

Day I. (1) Brief welcome and introduction of consultants by superintendent, followed by a brief discussion of "why we are here" by a staff member; (2) Non-verbal communication exercises (see "n" above) to illustrate idea of learning to communicate in different ways and at different levels; (3) Loosening-up exercises in black-white diads, triads, and/or quartets (see "m" above); (4) Show Maybe Tomorrow (see "q" above), an open-ended film about black-white, boy-girl relationships. (5) Break into groups of approximately ten people (half black - half white) with a black-white consultant team and discuss film at the feeling level. (The emphasis all week will be to discuss "here and now" feelings and to learn to relate to the people in the group, as opposed to relying on past relationships (e.g. "I'm not prejudiced, I grew up with them," or "we have two Negro teachers on our faculty and we have absolutely no problems there.") (6) Lunch; (7) Back into small groups for role-playing (see "d" and "e" above) or other activities mutually agreed upon by the consultants and the participants in a particular group.

Day II. (1) Large group loosening-up exercises, with emphasis on reducing the threat level so that participants feel safe enough to express their true feelings; (2) Show film, Black History: Lost, Stolen, or Strayed (see "r" above). Break into groups (same as Day I) for discussion; (3) Lunch; (4) Back into groups for role-playing, group analysis, or whatever seems appropriate for a particular group.

Day III. (1) Large group loosening-up exercises (e.g. having each small group depict non-verbally for the others what has happened to it, attitudes of its members, etc.; (2) Exclusion exercise to simulate faculty cross-over (see "p" above); (3) Lunch; (4) Role-playing, filling out and discussing Teachers' (or Administrators') Desegregation Checklist ("k" above), which calls attention to things that can be done to help prepare students for desegregation; (5) Identification of local problems, real and anticipated, related to desegregation.

Day IV. (1) Large group loosening-up exercises; (2) Break into original groups to further identify local problems and to devise strategies for dealing with these problems. Emphasis is on commitment, both personal and group; (3) Lunch; (4) Thirty/forty-five minutes in small groups to plan for a large group sharing and evaluation session; (5) Final session - large group. Evaluation instrument is completed, then each group shares in any way it wishes, verbally and/or non-verbally, what has happened to it and then evaluates the institute; this is followed by interaction among the four groups.

d. Scheduling

Institutes are scheduled according to the wishes of the local school district. The length of the institute varies according to the needs of the district and the availability of personnel.

Typically, institutes for school districts are planned by the South Carolina School Desegregation Consulting Center (submitted as a companion proposal). Planning, always carried out in cooperation with local school officials, follows these steps:

(1) initial meeting with Superintendent and central office staff.

(2) meetings with School Board and Superintendent to plan general program of institutes and establish guidelines and limitations. (See Appendix D for planning guidelines).

(3) leadership planning institutes for select administrators, supervisors and/or teachers for developing leadership potential and planning additional institute activities.

(4) evaluation.

(5) additional feedback meetings with superintendent and/or school board.

(6) follow-up for in-depth study of specific problem areas.

(7) evaluation

(8) feedback meetings with Superintendent.

(9) strategy for intensive, long range program of integrated education.

e. Institute Participants

Institute programs will bring together all the school personnel necessary to affect the desegregation of the school involved. Typically, superintendent, board members, other administrators, supervisors and teachers are included in institute programs. Factors considered in the selection of participants include racial composition, professional areas of interest, school representation and the multiplier potential. These criteria vary according to the needs of the district and the type of institute requested.

On the basis of past experience, the Center anticipates that local educational agencies will request institute programs of the following types:

(1) School Board Institutes

- three to five evening sessions.

- with School Board members and a bi-racial advisory council attending to decide policy and design strategy for moving from physical desegregation toward integration.

(2) Administrative Institutes

- two to four day sessions.

- ½ Black, ½ White administrators (Superintendent, Central office staff, principals) to evaluate progress, explore alternative approaches and plan specific strategies for integrated education.

(3) General Teacher Institutes and Workshops

- various lengths and types.

- ½ Black, ½ White teachers who will work in small groups to design innovative approaches to integrated education.

(4) Supervisor Institutes

- various lengths and types.

- ½ Black, ½ White supervisors or potential supervisors, usually working in connection with the teacher institutes but on a more detailed and more continuous basis.

(5) Counselor and Other Support Personnel Institutes

- various lengths and types.

- ½ Black, ½ White supporting personnel who will work to develop skills which facilitate cross-racial communications.

4. INSTITUTE STAFF AND CONSULTANTS

The Training Institute staff, the staff of the South Carolina School Desegregation Consulting Center, as well as appropriate consultants, will be utilized to conduct the institutes.

Coordinator of Integrated Education (full-time): A regular University faculty member with professional rank and a background in curriculum development and intergroup education

To be employed: Mostly likely, Dr. Jack E. Blackburn presently Director, Fifth-Year Program in Teacher Education, University of North Carolina

Qualifications

a. Earned Doctorate in Curriculum with extensive experience in public schools and at the University level.

b. Experience in integrated and intergroup education.

c. Interest in service-oriented activities of the University, School of Education, related to desegregation and integration.

d. Familiar with education, educational problems and organizational patterns of South Carolina.

Two Staff Specialists (full-time): Regular University faculty members with backgrounds in human relations and curriculum development

1. Mr. Kenneth Perrine

   B.A. - English, Duke University

   M.A.T. - Education-English, University of North Carolina

   - Teacher, junior high

   - Training Director, First Union National Bank

   - Director, Marketing & Curriculum Development

   - Training Director, USC

2. To be employed: Most likely Mr. William Gunn

   B.A. - Physical Education, Morehouse College

   M.S.E. - Indiana University

   - Teacher of Physical Education, Benedict College

   - Director, Federal Projects for Recreational Personnel in Lower Socio-Economic Communities

See section 3 and 4 of the companion "Proposal for the Continuation of the South Carolina School Desegregation Consulting Center," for a detailed list of staff and consultants.

5. EVALUATION PROCEDURES

Institutes designed to facilitate school desegregation require a constant ongoing system of internal evaluation. It is necessary that this system of evaluation correspond to the stated objectives of the institutes.

Alternative evaluation procedures have been employed in institutes conducted by the Center over the past 18 months. Certain pencil - and - paper models have been used most frequently (see Appendix C). However, the staff has faced a major problem in the use of such instruments: the Center lacks adequate manpower necessary for full-scale tabulation and

statistical treatment of such data. Consequently, the Center has relied heavily on more subjective data, which in the opinion of staff members, has been both valid and helpful in ongoing internal, analysis and change of institute (i.e. LPI) operations.

So that the reader will have evidence of Center evaluation procedure, model data of two kinds are included here

1. Questionnaire Evaluations from recent selected LPI's; and
2. Letters from school officials, participants, and others.

The Center has begun to experiment with video-tape evaluation models Although this is a recent innovation, participants and Center staff feel that this approach may yield more valid evaluation feedback.

SAMPLE EVALUATION SUMMARY

Thirty-seven teachers from the Orangeburg County School System completed Leadership Planning Institute Evaluation Forms at the closing session of the four-day LPI held in Orangeburg February 2-5, 1970. Twenty-one of the teachers were black and the participants teaching responsibilities ranged all subject matter areas representing grades 1-12.

The teachers responded to each question on a seven point scale ranging from (1) "strongly agree" to (7) "strongly disagree." Responding to the statement, "I gained some new insight and understanding as a result of the discussions," 86% of the teachers agreed by circling numbers 1, 2, or 3 on the scale.

In response to, "I learned some significant qualities about group members of the other race which helped me to understand them and their viewpoints better," 90% of the teachers agreed with the statement, 5% had no opinion, and 5% disagreed.

The evaluation indicated open cross-racial communication was established within the small groups. Black participants tended to react more positively to items than white participants. For example, although 43% of the 37 teachers were white, only 33% of the teachers who gave responses of ones or twos (agree strongly or fairly strongly) to evaluation items were white. There is doubtful validity, however, in interpreting this statistic as meaning black participants benefited more than white participants from the LPI experience.

This evaluation of the LPI will be followed up by having the same participants again fill out the evaluation form again next October. By then Orangeburg will be fully desegregated and the teachers may have new insights as to the degree they benefited from the LPI held this month.

January 14, 1970

Dr. John Otts
School of Education
University of South Carolina
Columbia, South Carolina

Dear Dr. Otts:

The University of South Carolina Desegregation Consulting Center is providing valuable assistance to the Orangeburg City Schools as we prepare for total school desegregation. The Leadership Planning Institutes that we have scheduled will enable over one-half of our total faculty to participate in the planning and implementing of these plans for school desegregation. Our task of preparing the faculty and community for desegregation is made immeasurably easier because of this assistance.

As a result of the first Institute attended by our teachers, they have identified that one of the most urgent needs of teachers is a well planned, ongoing, in-service training program with the University providing field problems courses in Orangeburg based on the identified needs. We are now attempting to identify these needs and shall be requesting Dr. Winecoff for assistance in these areas.

If the quality of education is to be maintained or improved in South Carolina as schools reorganize into unitary systems, we shall need all of the technical assistance that the University can provide. It is imperative that we improve the competencies of all teachers, but especially negro teachers, in the years to come. It is hoped that the University has plans for continuing the Desegregation Consulting Center in the future so that school districts may continue to receive its services in this time of critical educational change.

Sincerely yours,

W. J. Clark

W. J. Clark
Superintendent

C/ehc

cc Dr. Larry Winecoff

COPY

January 22, 1970

Dr. Thomas F. Jones, President
University of South Carolina
Columbia, South Carolina 29208

Dear Dr. Jones:

Enclosed please find copy of a letter I addressed to Dean Otts last week. I thought I should bring this to your attention and to the attention of the other persons indicated below.

If South Carolina school districts are to desegregate completely and still provide the education that our young people need, we shall need all the assistance that the University can make available to us. One of the areas most urgently needed is field courses in communities for teachers who would find it difficult to take these courses at the University. I hope that in your planning you will take full consideration of our needs in this area.

I should like to express to you our appreciation for the commitment that the University School Desegregation Consulting Center has made to our district in helping us meet the many problems that we are faced with as we prepare for reorganization into a unitary system.

Sincerely yours,

W. J. Clark

W. J. Clark
Superintendent

C/ehc

Enclosure

cc Dr. William H. Patterson
Dr. H. W. Davis
Dr. John Otts
Dr. Larry Winecoff ✓

COPY

SUPERINTENDENT
773-7823
BUSINESS
773-2840
773-8122

Sumter School District No. 17

Sumter, South Carolina 29150

"The Gamecock City"

INSTRUCTION
775-5632
CAFETERIA
775-5623
PERSONNEL
775-4831

January 27, 1970

Dr. John Otts
University of South Carolina
Columbia, South Carolina

Dear John:

No single factor has been of more affirmative value as Sumter's school authorities have proceeded to carry out their responsibilities relating to compliance with the 1964 Civil Rights Act than that of the USC Title IV Desegregation Center.

Dr. Larry Winecoff and his staff have one real fault. They are not legion and are therefore not always available at one's elbow. Even so, they have been tremendously effective in providing personal guidance, in conferring with small committees of one to six of staff leadership, in working with our school board individually and in concert with a visiting board; in stimulating, providing, and directing a leadership institute for 40-odd principals, assistant principals, supervisors, and other administrative and leadership staff members; and in designing semester courses as well as 1- to 4-day institutes to enable staff members to move to environments in which they were in the minority with success and pleasure.

We really need far, far more of this sort of help. I strongly recommend that resources be provided to make this possible.

Incidentally, we believe that a substantial proportion of the effectiveness here has come from avoidance of placing this center in a position as if it appeared to be a part of the Title VI-minority activist conspiracy in Washington. We hope that they will be kept clear of that smelly situation.

If there is anything I can do to help gain greater resources through this center, please let me know.

Sincerely,

L. C. McArthur, Jr.
Superintendent

LCMcA:jsw

bc: Dr. Larry Winecoff

JOHN C. STENNIS, MISS., CHAIRMAN

RICHARD B. RUSSELL, GA.
STUART SYMINGTON, MO.
HENRY M. JACKSON, WASH.
SAM J. ERVIN, JR., N.C.
HOWARD W. CANNON, NEV.
STEPHEN M. YOUNG, OHIO
DANIEL K. INOUYE, HAWAII
THOMAS J. MC INTYRE, N.H.
HARRY F. BYRD, JR., VA.

MARGARET CHASE SMITH, MAINE
STROM THURMOND, S.C.
JOHN G. TOWER, TEX.
PETER H. DOMINICK, COLO.
GEORGE MURPHY, CALIF.
EDWARD W. BROOKE, MASS.
BARRY GOLDWATER, ARIZ.
RICHARD S. SCHWEIKER, PA.

T. EDWARD BRASWELL, JR., CHIEF OF STAFF

United States Senate
COMMITTEE ON ARMED SERVICES
WASHINGTON, D.C. 20510

February 4, 1970

Dr. L. C. McArthur, Jr.
Superintendent
Sumter School District No. 17
Sumter, South Carolina 29150

Dear Currie:

Thank you for your letter of recent date and for enclosing a copy of your letter to Dr. John Otts.

I appreciate having your views on the work of the Title IV Center at the University, and this will be most helpful to me during this session of the Congress.

I hope things are going well with your school problems, and please let us know when we can be of further assistance.

With best wishes,

Sincerely,

Strom

Strom Thurmond

ST:yh

ERNEST F. HOLLINGS
. SOUTH CAROLINA

BANKING AND CURRENCY
COMMERCE
POST OFFICE AND CIVIL SERVICE

United States Senate

WASHINGTON, D.C. 20510

February 9, 1970

Mr. L. C. McArthur, Jr.
Superintendent
Sumter School District No. 17
Sumter, South Carolina 29150

Dear Connie:

Thank you for your letter concerning the work done by the USC Title IV Desegregation Center. I certainly hope that funds will be made available to assist school districts such as yours.

Rest assured of my continued interest and efforts to assist our school districts and I hope you will let me know if I can be of service.

With best personal regards, I am

Sincerely,

Ernest F. Hollings

EFH/da

TOM S. GETTYS
FIFTH DISTRICT, SOUTH CAROLINA

COUNTIES:
CHEROKEE
CHESTER
CHESTERFIELD
FAIRFIELD
KERSHAW
LANCASTER
SUMTER
UNION
YORK

Congress of the United States
House of Representatives
Washington, D.C. 20515

WASHINGTON OFFICE:
HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
AREA CODE 202, 225-5501

DISTRICT OFFICES:
FEDERAL BUILDING, ROCK HILL
TELEPHONE, 803, 327-4729
FEDERAL BUILDING, SUMTER
TELEPHONE, 803, 775-2943

COMMITTEES:
BANKING AND CURRENCY
HOUSE ADMINISTRATION

February 10, 1970

Dr. L. C. McArthur, Jr.
Superintendent
Sumter School Dsitrict No. 17
Sumter, South Carolina

Dear Currie:

Thank you for your letter enclosing a copy of letter to Dr. Otts concerning the work of Dr. Larry Winecoff and his staff in helping your school district to implement fairly smoothly the requirements of the 1964 Civil Rights Act.

It is unusual to hear of a Federal agency that merits words of praise on this subject, and I hope there will be greater reason for praise of such agencies in the future.

With kind personal regards, I am

Sincerely yours,

TOM S. GETTYS

6. FOLLOW-UP ACTIVITIES

As a result of institutes which stimulate increased dialogue and identiciation of problems by local educational agency personnel, a rationale for follow-up activities has been developed. In order to help teachers deal with problems identified in earlier institutes (primarily curricular and instructional), the Center will make provisions for follow-up institutes using clinical instructors with close affiliation with the school district and the University. Activities such as short meetings, seminars, and extended institutes will be designed to deal with specific problems such as: materials; grouping; evaluation; programs of study; better utilization of existing human resources, intergroup education, and innovative techniques and equipment which will facilitate the coupling of quality education and school integration. Institute staff and specialized supervisors will be utilized to assist the clinical instructors carry out these programs.

Generally, when a school district contacts the South Carolina School Desegregation Consulting Center for technical assistance, an extended program of activities is developed which includes: (1) compliance activities, (2) preparation institutes, (3) educational materials and problems institutes, (4) projected planning and problems seminars, and (5) follow-up activities. The total school district program is usually set up to extend over a period of six to twelve months, so that no single institute or activity is isolated from a comprehensive program with a built-in follow-up phase to stimulate and support district developed programs following Center and Institute involvement. A major part of each Institute is devoted to planning follow-up activities for individual participants, schools and the district as a whole.

APPENDIX A

SAMPLE INSTITUTE MATERIALS

TEACHERS' DESEGREGATION CHECKLIST

Among the most pressing problems facing education today in all parts of the country are those related to school desegregation. Although the burden of solving the resultant problems rests upon the whole community, particularly severe demands are being made on school officials and teachers. They have a special responsibility to afford each child a maximum opportunity to profit from his educational experience, as well as to promote greater human understanding.

The problems occasioned by school desegregation are always complex and require comprehensive analysis and approach if adequate solutions are to be found. It is often difficult for those most immediately involved to give attention to specific details while maintaining an overall view of the many different and varied aspects of the problem.

The following checklists provide guides by which achool officials and teachers can quickly analyze their efforts to provide the best educational experiences possible for all the students under their responsibility as they move toward a unitary school system. Each question should be answered by placing the appropriate number - 1, 2, or 3 - in the space provided to the left. A number "1" suggests that little or no effort has been made to initiate or carry out the activity. Number "2" suggests that some consideration has been given to the activity but no thorough approach has been taken. A number "3" would indicate that everything possible was being down to carry out the activity.

not at all	somewhat	to a great extent
(1)_____	(2)_____	(3)

Increasing school desegregation often results in new challenges and difficulties for the classroom teacher, or, at the least, aggravates perennial problems and adds new dimensions to old challenges. In most cases the teacher will accept a desegregated classroom with good will and the desire to meet the common and individual needs of all his students. However, more than good will and desire are necessary.

The perceptive and sensitive teacher soon learns that in the desegregated classroom, especially the newly desegregated classroom, he is forced to re-examine not only his methods and materials, but also his own attitudes and values. Not infrequently he may have to reevaluate and give new force and direction to his commitment to bring out the full potential of each student, as an individual and a group member. He learns anew the debilitating effect that cultural deprivation can have on a child. He may see, first hand, how the segregation or exclusion of a particular minority group or race from the mainstream of the national or regional culture can adversely affect the self-concept and self-worth of minority children. He may see how the arbitrarily forced separation of peoples can produce not only ignorance of one another, but also suspicions, prejudices and harmful stereotypes, insensitivity to the needs and feeling of others, or hypersensitivity and resentment over trivial or imagined wrongs. Hopefully, he will note how these factors hinder the intellectual, emotional and social growth of his students.

This checklist is offered as a guide for self-exploration by the teacher. It may help him meet, more effectively and successfully, the needs and difficulties of all the children in his desegregated classroom, and creatively transform an initially troublesome situation into a richer opportunity to develop the full potential of his students. Using the three point scale, a total score approaching 75 would seem to indicate that the teacher is moving

positively and effectively to meet the problems and challenges of school desegregation. Some of the questions in the checklist may be more pertinent to certain subject areas than to others. However, all teachers, regardless of subject area, should answer all the questions as honestly as possible.

Checklist for Classroom Teachers

____ 1. Can you identify the human problems that block or hinder open and honest communication between yourself and your principal, your fellow teachers, and your students?

____ 2. Does your classroom conduct inspire your students to respect one another and be open and honest in their communications with you and with other students?

____ 3. Have you read any books or articles lately to increase your understanding of and sensitivity to the particular aspirations, needs, problems, and frustrations of minority or disadvantaged group?

____ 4. Have you worked directly and indirectly, to dispell misconceptions, stereotypes, prejudices and other adverse feelings that members of one group have against members of another group?

____ 5. Do you take the initiative in dispelling prejudices, stereotypes and misunderstandings among students?

____ 6. Do you listen with an open mind to students and faculty members of other groups, even if their communications are initially disturbing or divergent from your own thinking?

____ 7. Do you strive to avoid expressions and actions which are unnecessarily offensive to members of other groups?

____ 8. Do you take the initiative in discouraging or preventing patterns of informal discrimination, segregation, or exclusion of minority group members from school clubs, committees, etc.

____ 9. Do you utilize techniques and methods, such as improvisational dramatics, role-playing, joint planning of programs by teachers and students, small group sensitivity discussions, analysis of group roles, that will increase spontaneity and honesty of expression, and an understanding of the dynamics of group interaction?

____ 10. Are you aware that group prejudices and antagonisms might be reinforced by homogeneous or ability grouping, and have you taken steps to prevent this reinforcement?

____ 11. Are your teaching methods and materials appropriate for minority students, culturally disadvantaged students and slow learners?

____ 12. Do you occasionally check yourself to be sure that latent prejudices or stereotyped thinking does not unfairly influence your discipline or evaluation of students?

____ 13. Does your outside reading assignment include accounts of all races and interracial experiences, and are you familiar with bibliographies containing such readings?

____ 14. Have you checked with your school librarian to learn how much material of this type is available in your school library?

____ 15. Do you show Negro as well as white family groups in your bulletin board displays?

____ 16. Do displays of work and play groups show Negro and white people working and playing together?

____ 17. Do your classroom pictures of great people include Negroes as well as whites?

____ 18. Have you discarded pictures or posters that reinforce Negro stereotypes or stereotypes of minority groups?

____ 19. Do you occasionally look through such magazines as Ebony and Jet to obtain appropriate pictures of Negroes that can be used in classroom displays?

____ 20. Do your pictures of cities include depressed areas as well as high-rise apartments and pretty houses?

____ 21. Do you use magazine and newspaper articles relating to interracial experiences and problems that can be discussed in class for better human relations?

____ 22. Do your pictures and posters create a sympathetic awareness of disadvantaged children and groups?

____ 23. Have you evaluated your textbooks to determine whether they contain fair and appropriate treatment of minority groups?

____ 24. Have you made efforts to overcome the deficiencies of your textbooks' treatment of minority groups?

____ 25. Do your students have opportunities to learn democratic skills and values by interacting in problem-solving groups?

____ 26. Do you use problem-solving groups which concern themselves with real problems in intergroup relations which have immediate relevance to the lives of the students?

____ 27. Do you organize and present your material (units of work) to include major contributions of minority groups and individuals?

____ 28. Have you visited or otherwise personally familiarized yourself with the families and communities of your students?

____ 29. Have you made efforts to involve the parents or guardians of your students in school activities?

____ 30. Have you attempted to establish and maintain some meaningful contact and dialogue with the parents, guardians and communities from which your students come?

CHARACTERISTICS OF AN INTEGREGATED SCHOOL

A desegregated school moving toward integration might evidence some or all of the following behavior:

1. New instructional materials are found and used which portray more truthfully the role of ethnic minorities and majorities in American life and history.

2. The curriculum is being explored and revised to become more relevant to the troubled contemporary social reality in the world and at home.

3. A sense of fellowship and mutual respect is engendered by deliberate staff and student planning.

4. Extra-curricular activities are suffused with a democratic, anti-exclusivist temper.

5. Counseling and guidance functions are performed without distortion of race or color.

6. Special measures are taken to avoid academic stereotyping, and thus avoidance of individual needs, by rigid adherence to tract systems.

7. A close, collaborative relationship is constructed between school and community based on full disclosures of problems and candid discussion of remedies.

8. Teachers are given conditions and authority that enable them to work confidently and flexibly with students of differing capacities and preparations.

9. Principals are aware of the special challenge of a desegregated student body and demonstrate a sympathetic appreciation of the need for academic accomplishment.

U.S. Commission on Civil Rights National Conference on Equal Educational Opportunity in America's Cities. (Paper by Meyer Weinberg) Washington, D. C., 1967 pp. 718 - 719

DIAGNOSING GROUP DIFFICULTIES

(From Leland P. Bradford, Kenneth D. Benne, and Ronald Lippitt, "The Promise of Group Dynamics," NEA Journal, 37: 6:350-52, September, 1948)

Questions to be used when observing and analyzing a group in action:

1. What methods for reaching successful results were used by the groups?
2. What effect did leader behavior have on the group?
3. What kinds of member behavior were operating in the group?
4. What were the forces helping or preventing the group from solving its problems?
5. What can be done to help this group improve in its ability to reach good decisions?

TECHNIQUES FOR DISCUSSION LEADERS

Sometimes discussions slow down almost to the point of boredom or get centered too much on but one of many points. When these situations occur one or more of the following techniques may be useful to you as a discussion leader.

1. Clarify Response - Encourages the speaker to re-examine his position. This technique can be used any time during the dicussion.
   Sample Questions by Group Leader

   (A) "What do you mean by that?"

   (B) "Does this idea suggest some changes which should be made?"

   (C) "Can you give me some examples of that idea?"

   (D) "Are you saying that . . . . (repeat speaker's idea)"?

   (E) "Did you say that . . . . (repeat speaker's idea in some distorted manner)?"

   (F) "Is what you express consistant with . . . . (note some action or thought which may point to an inconsistancy)?"

   (G) "What other possibilities are available?"

   (H) "Is that your personal preference or do you think most people believe that?"

2. Devil's Advocate - Encourages an examination of a different view point. This technique can be used when the group refuses to consider alternatives.

   Sample Questions by Group Leader

   (A) "Don't you think there is some merit to maintaining desegregation in some situations?"

   (B) "Why shouldn't the federal government exercise control when the local officials refuse to do so?"

   (C) "Do you think an outsider may sometimes have a better insight into the problem than local people?"

3. Role Playing - Simulated situations are created with group members acting out a specific part of the drama. The members of the group should be encouraged to act out their roles realistically. This technique is very useful for the early stages of the group meeting because it relaxes the members and permits an exploration of alternatives without the possibility of actual failure.

4. Value Continuum- Extreme positions are identified. Discussion centers on all positions within and including the extremes. This technique can be used when several alternative approaches are available.

PROBLEM SOLVING

Authorities generally agree that there are six steps through which a group must carry a problem before a satisfactory solution can be reached. The steps do not have to come in order, but the entire cycle has to be completed in order to solve the problem and reap the benefits from its solution. The six steps in the cycle are as follows:

1. Statement of the problems or objectives.

2. Definition of the problem or the most important problems; their placement in order of priority if there is more than one.

3. Exploration of the problem and formulation of a possible solution or solutions to the problem. The basic process here is group discussion, which

   a. Examines, collects, and classifies available facts and pertinent data.

   b. Appraises critically each proposed solution.

   c. Decides upon the goals, the approach and plan of attack.

4. Coordination of the activities of individuals and tapping the resources of agencies capable of working upon the solution.

5. Evaluation and testing out of the results of the group's activities.

6. Extension of the benefits of the study to all persons concerned with it.

J. Minor Gwynn, Theory and Practice of Supervision (New York: Dodd, Mead & Co., 1966), pp. 358-359.

GROUP INTERACTION

D. M. Hall has identified 15 different roles which probably will be played by the members if the group is to function properly; since his analysis includes practically all roles which are mentioned by other writers, a summary of them is given here:

The Initiator, who offers new ideas and issues, and outlines purposes of the new problems; he helps to change the atmosphere of a group by changing the kind of leadership; he knows the value concepts of the group, and how to suggest objectives based on them.

The Orientor, also at times identified as The Leader and The Director, who helps the group to establish its purposes and to direct its statements to its established aims; he calls for and identifies facts or evidence, and may even ask the group if it has "gotten off of" its subject.

The Facilitator, or The Promptor, who endeavors to keep communication open from one member of the group to others, by requesting a definition, a restatement, an analysis, or something of the kind; he assesses the experiences and abilities of members of the group and their possible contributions, not his.

The Encourager, or The Stimulator, who encourages and invites participation and approves or recognizes the roles and parts played by others.

The Harmonizer, who insists on presentation of all points of view; recognizes that differences are desirable and necessary for progress; holds the group together by identifying different points of view or relaxing tension by relating humorous episodes.

The Summarizer or The Synthesizer, who say "Where are we now? Are we at this point?. . ."; or "How would this idea work out in the classroom?"

The Fact Seeker or The Information Hound, who asks for data, information, or examples of a concept or principle, in order to clarify the problem and thinking on it.

The Compromiser, who attempts to resolve a conflict in the group by yielding ground or status without forfeiting his point of view; who suggests that there is some common ground for divergent points of view.

The Fact Giver, or Fact Man, or The Resource Person, or The Consultant, who is an expert in an area; he supplies facts or examples or experiences, or he quotes an authority.

The Expeditor, or The Detail Man, or The Arranger, who looks after provision of facilities for meeting, materials, and such tension relievers as "coffee" or "coke" breaks.

The Spokesman, who speaks for the group in promotion of its progress, and in speaking of its actions, defends them from people or pressures from people or pressures from outside.

The Recorder, sometimes called The Secretary, who keeps a record of purposes, problems, issues, ideas, facts, and decisions as they are made by the group and reports these to the group from time to time; he prepares reports and resolutions with other appointed members of the group; he attends intergroup sharing-committee meetings, if any; and he clears the final group report to the proper authority.

The Evaluator, who makes comparisons of facts or activities, assesses the progress made by the group to this point, and helps to set next standards of achievement. Some writers use this term interchangeably with The Summarizer. Others think that these duties come under those of The Analyzer or The Observer.

The Observer, or The Analyzer, who analyzes and reports to the group on its own processes, how well it is or is not doing, its use of nonuse of resources, the amount of participation, and the like.

The Status Role, the person, usually well known and respected for his accomplishments and attitude, who is accepted both by persons in and outside of the groups, and who therefore lends status to the group.

J. Minor Gwynn, Theory and Practice of Supervision (New York: Dodd, Mead & Col, 1966), pp. 352-354.

STAGES IN THE PROCESS OF GROUP

THINKING AND DISCUSSION

(From an unpubiished manuscript by K. D. Benne, L. P. Bradford, and R. Lippitt.)

The time for a group to look at its procedures is when it has felt difficulty with the way discussion is going.

The following list of questions offers a brief list of some of the criteria which a group may use in evaluating its ways of working. An answer in each case toward the "yes" end of the scale indicates successful democratic process; and answer toward the "no" end of the scale indicates symptons of poor process. A group can guage its growth by nothing whether it is moving from the "no" to the "yes" end of the scale in each respect.

1. Does every member make contributions to the discussion?

2. Is every member intensely involved in the discussion at all stages?

3. Does the discussion move toward common agreements in terms of the solution of the problem being discussed? Do all members of the group understand and accept as important the problem being discussed.

4. Is the discussion oriented toward decision and action at all times?

5. Does the group recognize its need for information? Does it know how to go about getting such information?

6. Does the group accept and understand the conflicts encountered and move toward their resolution?

7. Does the group use resource persons or resource material as an aid to its own thinking, not as giving the final action-solution of its problem?

8. Is the group unduly dependent upon its leader or on some of its members? Does the group use its leadership as an aid to common solutions, not as a source of final solutions?

9. Is the leader accepted as a member of the group, with special functions to perform?

10. Is there an atmosphere of friendly cooperation in the group at all times particularly when conflicts of ideas and points of view are encountered?

11. Does the group resent attempts at domination by its leader, one of its members, a clique of its members or by a visiting expert?

12. Is there a feeling of progress toward common goals?

13. Is the group "realistic" in its choice of problems and in setting its goals?

14. Does the discussion move readily toward decision when decision is required?

15. Does the group find it possible to dispense with the creaking machinery of parliamentary procedure?

TECHNIQUES FOR DISCUSSION LEADERS

Sometimes discussions slow down almost to the point of boredom or get centered too much on but one of many points. When these situations occur one or more of the following techiques may be useful to you as a discussion leader.

1. Clarify Response - Encourages the speaker to re-examine his position. This technique can be used any time during the discussion.

   (A) "What do you mean by that?"

   (B) "Does this idea suggest some changes which should be made?"

   (C) "Can you give me some examples of that idea?"

   (d) "Are you saying that . . . . (repeat speaker's idea)?"

   (E) "Did you say that . . . . (repeat speaker's idea in some distorted manner)?"

   (F) "Is what you express consistant with . . . . (note some action or thought which may point to an inconsistancy)?"

   (G) "What other possibilities are available?"

   (H) "Is that your personal preference or do you think most people believe that?"

2. Devil's Advocate - Encourages an examination of a different view point. This technique can be used when the group refuses to consider alternatives.

   Sample Questions by Group Leader

   (A) "Don't you think there is some merit to maintaining desegregation in some situations?"

   (B) "Why shouldn't the federal government exercise control when the local officials refuse to do so?"

   (C) "Do you think an outsider may sometimes have a better insight into the problem than local people?"

3. Role Playing - Sim lated situations are created with group members acting out a specific part of the drama. The members of the group should be encouraged to act out their roles realistically. This technique is very useful for the early stages of the group meeting because it relaxes the membemembers and permits an exploration of alternatives without the possibility of actual failure.

4. Value Continuum - Extreme positions are identified. Discussion centers on all positions within and including the extremes. This technique can be used when several alternative approaches are available.

What is a discussion leader?

Leadership is shared responsibility in any democratic group. Each person exercises leadership at various times during a group discussion.

A discussion leader is a member of the group. He does not merely "call on" others to express their views while maintaining a stand-off attitude. He expresses his views, asks questions, offers comments and suggestions.

A discussion leader does not monopolize the discussion. It is neither his responsibility nor his right to respond to every comment made by other group members. He participates in the discussion as an equal, neither more nor less important than other members.

The leader usually begins and ends the discussions

A good leader will be sensitive to a shift in topic and will assist the group in keeping to the central issues. When differences on a minor point appear to have the discussion "bogged down" he may intervene by summarizing differences and suggest consideration of a more basic issue.

A good discussion leader will yield his authority when the group turns to another member for leadership. A part of his task is to recognize competence.

A good discussion leader is sensitive to the feelings of others. He never makes a group member look ridiculous and will usually help prevent anyone else from doing so. For example, if a group member begins to feel "picked on" he will sense this and may help that person express more effectively his point of view.

What is a discussion?

A discussion which leads to increased understanding, new insights, and improved interpersonal relations cannot take place by accident. It requires patience, self-discipline, and conscious effort on the part of all participants.

A discussion is not an argument. In a typical argument the participants have little interest in trying to understand the positions taken by others. The focus is on defending one's ideas against attacks by other group members. Arguments usually generate much more heat then light.

A discussion is not a debate. A debate might be called a gentlemen's argument. It is highly structured, limited in subject matter to one basic issue, and the point of view to be presented by each participant is assigned, or at least understood, in advance. The basic purpose of debate is to demonstrate skill in the use of logic, oratory and rhetoric. Its prime concern is persuasion.

Unlike an argument or a debate, a discussion should provide for free interplay of ideas. The atmosphere should be such that the evidence is considered on its own merits by all participants without regard to previous positions taken. No attempt is made by any group member to prevent or hinder the free introduction of ideas or evidence regardless of how damaging these may be to one's cherished beliefs.

In a discussion, group members seek to learn from each other rather than to persuade or discredit each other. Each group member is eager to hear and understand what the others have to say, and he is willing to be changed by the ideas or evidence they introduce. The emphasis of a discussion is on finding the truth, or upon finding a closer approximation to the truth. Maximum effort is given toward <u>understanding</u> what others say instead of refuting what they say. The facts are considered friendly.

A discussion requires that one spend most of his time listening, and that he develop his listening skill.

One will often hear in a discussion such statements as "Let's see if I understood correctly what you were saying...," or "I'm not sure that I follow you completely. Could you restate that?" One rarely if ever hears, "You are wrong" or "that's ridiculous," or "you must be out of your mind!"

Discussants often do not achieve consensus or reach full agreement. They frequently leave a discussion holding to the same beliefs they held before. But if the essential nature of a discussion is understood and implemented, each person's views will be more soundly based and he will understand more clearly why he believes as he does.

<u>Some ground rules for a good discussion</u>:

1. One person should talk at a time.
2. Opportunity to express views should be equally available to all participants. Quiet or shy persons may sometimes need to be asked for their views.
3. Each person should present his case briefly and to the point. There is no need to repeat the story of creation to say you believe the Biblical version.
4. Keep pencil and paper handy to jot down notes on things that you want to say later or important things that you want to comment on.
5. If you feel yourself getting impatient to talk, you are probably not listening well. Jot down what you want to say and concentrate on what the others are saying until there is opportunity for you to speak.
6. Ask a person to repeat or restate something you don't understand.

SIMULATION INCIDENT - "NAME CALLING"

Jane Wharton, a white girl, called Louise Gray, a Negro girl a "nigger" on the school bus. Louise responded by calling Jane a "grey neck." Their name calling turned into a pushing and shoving incident. Soon other girls, of both races, were engaged in name calling and scuffling. This was the scene when the bus pulled up to the high school.

Mr. Dorn, the principal was called by Mr. Smith and informed of the situation on the bus. Mr. Smith is a citizen who lives near the school and has no official connection with the school. The principal went to the bus area and escorted Jane, Louise, and John (the bus driver) into his office for a conference.

SIMULATION INCIDENT - "NAME CALLING"

Conference Information for John

You are shy and withdrawn. You have exhibited little leadership ability. You would not have reported this incident if Mr. Smith hadn't done so. You are afraid to try to keep discipline on the bus because several of the bigger boys and girls have threatened to beat you up if you reported them.

Conference Information for Jane Wharton

You come from a poor family. You are easilty excitable, highly emotional, and a poor student. You don't like school and the fact that you have to ride the bus with Negores doesn't make school any more pleasant for you. Your family is prejudiced and they refer to Negroes as "niggers." They encourage you not to associate with Negroes. You bait Negro students because it makes you feel important.

Conference Information for Louise Gray

You are a poor student. You are highly aggressive and very talkative. You come from a poor family. You are small in statue and you tend to over react in most situations. You crave attention. You feel that you are as good as white students and that you won't let them push you around.

INCIDENT RESPONSE SHEET - "NAME CALLING"

1. What is the problem to be faced immediately?

2. What is the long-range problem to be faced?

3. Can this be interpreted as "just another disagreement?" Why?

4. If you were the principal how would you handle the situation?

5. What are the implications of this incident for school policy?

6. How will the community react upon hearing about this incident?

Simulation Incident ' "A Communications Problem"

Terry stops in the office before school to check the mail. The following Communication is in all of the teachers' boxes.

Dear Teacher:

All day yesterday I thought about a problem that was raised, but discussed only briefly, in our staff meeting after school the day before yesterday. The problem? The difficulty some of you reported you are having in communicating orally with your Negro pupils. There seemed to be general agreement among those of you who are white that many expressions and pronunications used by your Negro children are unfamiliar or unintelligible to you. You also expressed the concern that some of your own middle-class white speech forms and pronunciations might be equally unfamiliar or unintelligible to many of your Negro pupils.

I should like for us to discuss and work together on this problem in a special staff meeting on Wednesday afternoon next week.

To expedite our work on Wednesday, I should like for each of you to do the following before the meeting: (1) Write down a list of all possible ways you can think of by which individual teachers in their own classrooms might help their Negro pupils improve their speech and understanding of "standard" English. (2) Write down a list of all possible things you can think of that might be done cooperatively by a few teachers on a school-wide basis to lessen the communications problem between white teachers and Negro pupils. (3) Write down a list of all possible things you can think of that I and/ or Central Office personnel might do to assist with the solution of the problem.

If you will do the above, I believe by working in our staff meeting, initially in small groups and later all together, we can come up with composite guidelines that may be of real help to us. Anyway let's give it a try.

Thomas Simpson

Incident Response Sheet - "Communications Problem"

1. Identify the problem.

2. Draw up the lists of suggestions requested by Mr. Simpson.

Incident Response Sheet -"Communications Problem" (continued)

3. What sources of information were available (if any) which were useful as you formulated your suggestions?

4. What other information would you like to have had?

   How could it be obtained?

5. What personal values prompted you to reach your decisions?

Simulation Incident - "Fighting Boys"

Last week Terry Patterson received the following note:

> Teacher_____:
>
> Today my boy came home from school and told me that you had jumped on him for fighting with that Hayes boy. I refuse to put up with this and it had better not happen again. If it does there will be trouble and you will be very sorry.
>
> Timothy Rick

The next day Terry sent the following note in answer to Mr. Rick:

> Dear Mr. Rick:
>
> I regret that the fighting incident to which you referred in your note occurred. Since both boys were fighting, however, it would have been unfair to have reprimanded one and not the other. Obviously, we cannot permit fighting as someone might get hurt. In addition, it upsets the other children. Perhaps with your cooperation it will not happen again.
>
> I hope you understand.
>
> Terry Patterson

At the moment Mr. Rick is waiting in the main office to see Terry Patterson. He is quite upset and angry. Mr. Simpson had just sent a request for Terry to come to the office.

Simulation Incident - "Fighting Boys"

Conference Information for Mr. Rick

1. You have been having many problems this past year, both personal and financial. You would like to walk out on everything but do not know what would happen to the children. You worry about money a great deal. It seems there is never enough. Recently you took another job and now it seems you are always tired.

2. You came from a background of hardship. Consequently, you missed a lot of advantages. While you were in the army you had the opportunity for the first time to see some of the world and how other people live. You had hoped to find success in a job when you were discharged but because of an educational deficit success has eluded you.

3. You are prejudiced and dislike the idea of the Negro children attending your children's school. You feel that you are better than they and that they have no right to be there.

4. You are secretly proud that your boy got into a fight. You have been hoping he would show a little spunk. You are also upset that he was disciplined because the other boy was a Negro child. You feel that it was alright for him to hit the Negro boy but that the other boy should not have been allowed to hit David back. In addition, you would not have objected to David's having been punished for fighting if the other boy had been a white child. As it is however, you are really mad and are going to do all you can to cause trouble for the teacher and perhaps the school also.

Simulation Incident - "Fighting Boys"

Information for Billy Hayes

You did not mean to cause trouble, since you were only playing when you snatched Christopher's hat. All your classmates tease David and he had never reacted before as he did when you took his hat. You like him all right -- you never really thought about it one way or the other.

Neither you nor your folks minded that you were disciplined, and you do not see what all the fuss is about with David's father. You think that grown-ups sure can act peculiar sometimes. You hope that your family does not come to the school because that would really be embarrassing to you. You hope, too, that you would not have to go to the office. You also like your teacher who you hope will not get into trouble over any of this.

Simulation Incident - "Fighting Boys"

Information for David Rick

Perhaps as a result of moving around or perhaps as a result of the economic problems of your family, you are having a hard time adjusting to school and the other children. You feel that the children pick on you but when you tell the teacher about this you do not feel that she is really concerned. If you tell your folks at home how the other children treat you your mother says, "Don't worry, they like you. How could they help but like you?" Your father says, "Hit back, when the kids pick on you." You are confused. You tried it your mother's way and now you tried it your father's. You are not happy with either. You really do not dislike Christopher and you do not think the other children like you any better as a result of your fight with him. You go to school early many mornings hoping you will get to talk with the teacher because one day you think maybe you will get enough nerve to ask for help. You would like to do well in school and you would like to be popular with the other children but you are confused.

Simulation Incident - "Fighting Boys"

Conference Information for Terry Patterson

1. Last week on the playground David Rick and Christopher Hayes got into a fight. The argument began when Christopher snatched David's hat and would not return it right away. David chased him and although unable to catch him managed to trip Christopher so that he fell. He came up swinging and David hit back at him. Although neither boy was hurt both became quite angry. You disciplined both boys by keeping them after school. The next morning David brought a note from his father threatening you if you should discipline his son again for fighting.

2. Yesterday at lunch David tried to trip Christopher again as the boys were leaving the lunch room. Christopher retaliated by shoving David. You observed the boys scuffling and again you kept them after school.

3. David is not an aggressive child and you are surprised that he has been fighting. Christopher has not been an overly aggressive child this year and has caused no problems in this way either. You really do not know what, if anything, has caused the present bad feelings between the two boys.

4. You have never met Mr. Rick although you did meet his wife at one of the PTA meetings. She seemed to be a rather quiet type.

Incident Response Sheet - "Fighting Boys"

1. What is the immediate problem to be faced in the impending confrontations with Mr. Rick?

2. What, if any, immediate preparations can you make for the conference?

3. Would or would you not ask to have David and Billy brought into the conference? Why or why not?

Incident Response Sheet - "Fighting Boys" (continued)

4. What is the long-term nature of the problem?

5. What are some factors to be taken into consideration in working out a solution to the long-term problem?

6. What are some alternative courses of action you might follow in an attempt to deal with the problem in the future?

What are the probable outcomes associated with each course of action?

Incident Response Sheet - "Fighting Boys" (continued)

7. What, if any, school-wide action could be taken to alleviate this type of problem?

8. What personal value or values do you hold that prompted you to reach your decisions?

Questions For Discussion Leaders

The following questions are based on the "Tennessee Film." There are no"right" answers. The questions are meant to provoke thoughtful discussion, a profitable exchange of ideas, and a greater sensitivity to other persons. The questions are only by way of suggestion, and the discussion leader should feel free to ask or entertain any other relevant questions that will promote useful dialogue.

The Sleeping Child

1. Have someone recall the situation. What is the central problem in this situation?

2. What sensitivities on the part of the teacher are necessary, for the good of both the sleeping child and the class?

An Isolated Child

1. Have someone recall the situation. In general, what are some factors that will cause a child to feel isolated from his peers at school?

2. To deal with the problem presented by the film, what factors arising from race would a teacher have to be particularly sensitive to?

An Oral Reading Test

1. Have someone recall the situation. The final question is "Why do we have to read? I don't like to read?" What special factors, if any might come into play when the teacher tries to answer this question for the Negro child? Are there any special problems related to race here?

A Plea for Help

1. Have someone recall the situation. Poor relationships between certain students and teachers develop irrespective of racial differences. What are some factors related to racial differences that may cause, occasion, or aggravate such a poor relationship?

2. What are some things a teacher might do to prevent or overcome such a poor relationship?

The Curriculum Is Questioned

1. Have someone recall the situation. What are the factors to which a teacher must be sensitive to understand a Negro child's objection to studying about the Civil War, i.e., why would these children so object?

2. What are some things a teacher might do in teaching the Civil War that would be particularly aggravating to a Negro child?

3. How can a teacher so present the history of the Civil War that all children will feel that the presentation is not only informative, but also fair and respectful of the dignity of all who were involved in the Civil War?

A Problem for the Faculty

1. Have someone recall the situation. The problem here is in the area of co-curricular activities, in this case the band. Why is it so important that there is participation by all students in these activities?

2. What are some things that teachers do or omit to do that may discourage certain students, e.g. Negroes, from participating in certain co-curricular activities?

3. How can teachers and administrators promote racial harmony and cooperation in co-curricular activities?

A Frank Discussion in the Teachers' Lounge

1. Have someone recall the situation. A Negro teacher is offended by a white teacher's use of the word "nigra" and the displaying of a Confederate Flag license tag. What are some reasons why a Negro might be offended by these things?

2. Even if the use of term "nigra" and display of a Confederate Flag are done from reasons other than racial prejudice, what are some reasons why they might be abandoned for better intergroup relations?

3. What subtle effects might such things as the term "nigra" and the display of a Confederate Flag have on children, Negro and white?

4. Do teachers have any special responsibilities to subordinate certain traditional preferences in order to foster better intergroup understanding and harmony?

An Unexpected Encounter

1. Have someone recall the situation. This sequence touches on a very sensitive area of intergroup relations. In situations such as this, what can a teacher do, in teaching children and talking to parents, to calm emotions, while at the sametime continuing to promote greater intergroup understanding, harmony, and cooperation?

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INFERRED MEANING TEST

Name_____Age_____Sex_____Education_____

Major_____Marital Status_____Counseling or Therapy Experience_____

Ex.: I don't have a headache.
___A. Someone else does.
___B. And I mean it!
___C. But I want your sympathy.
___D. Simple fact.

1. I don't have a bad heart.
___A. But I have other troubles.
___B. I'm not sure about it.
___C. I resent the question.
___D. Simple fact.

2. I'm not a nervous person.
___A. I resent the question.
___B. I wish I weren't.
___C. But I have other troubles.
___D. Simple fact.

3. I have always been the strong one in our family.
___A. But I am not strong with others.
___B. But now I am not sure.
___C. I resent the question
___D. Simple fact.

4. I don't have trouble concentrating.
___A. I did in the past.
___B. But I have other troubles.
___C. I know someone who does.
___D. Simple fact.

5. I have a good appetite.
___A. I wish I didn't.
___B. I'm glad I do.
___C. I'm ashamed of it.
___D. I didn't in the past.

6. I can come three times a week.
___A. I want to.
___B. If you want me to.
___C. If I have to.
___D. Simple fact.

7. I don't think we're different from others.
___A. But others seem to think so.
___B. I resent the question.
___C. But we have other problems.
___D. Simple fact.

8. We hope you will help us.
___A. We really have no hope.
___B. Even though others have failed.
___C. We need help desperately.
___D. Simple fact.

9. My husband (wife) and I get along well.
___A. But we have other problems.
___B. We don't get along well with others.
___C. We really don't.
___D. Simple fact.

10. I enjoy my home life
___A. I resent the question.
___B. And I miss it.
___C. It's really very good!
___D. Simple fact.

11. My mother and I get along well.
___A. But we have other problems.
___B. We really don't.
___C. But Father and I don't
___D. Simple fact.

12. I have lots of friends.
___A. But no really close one.
___B. I really don't.
___C. I resent the question
___D. But she does not.

13. I wish I could have a better job.
___A. It's what I really need.
___B. Since others are getting them.
___C. But I'm afraid I would fail at it.
___D. Simple fact.

14. I am happy at home.
___A. But not at other places.
___B. But I feel penned in.
___C. It's wonderful!
___D. Simple fact.

15. I wish I could have more social life.
___A. I am anxious to change.
___B. But I don't care much if I don't
___C. You must help me.
___D. Simple fact.

16. I have to make more money.
___A. Could you help me?
___B. That's part of my trouble.
___C. And I want to.
___D. Simple fact.

17. I don"t think I've been very successful.
___A. But others know I have.
___B. And it troubles me.
___C. But I have been happy.
___D. Simple fact.

18. I think it's mostly my fault.
___A. And I feel guilty about it
___B. But not entirely.
___C. I resent admitting it.
___D. Simple fact.

19. I don't want any help.
___A. But she does.
___B. But I'd like something else.
___C. And I resent the offer.
___D. Simple fact.

20. I don't want to take your time.
___A. I need your help desperately.
___B. I can't wait to go.
___C. Invite me.
___D. Simple fact.

21. Our parents were good to us.
___A. But others were not.
___B. But they were too strict.
___C. They were marvelous!
___D. Simple fact.

22. Father was a very talented man.
___A. But he was not easy to live with.
___B. But mother was not.
___C. And I am proud of him.
___D. Simple fact.

23. I don't see how that could help.
___A. But maybe it can.
___B. I am sure it wouldn't
___C. But I have a good idea.
___D. Simple fact.

24. I love my children
___A. But their father/mother doesn't.
___B. I hate those brats.
___C. But they irritate me.
___D. Simple fact.

25. I like my in-laws.
___A. But my husband/wife doesn't.
___B. I really dislike them.
___C. They're wonderful!
___D. Simple fact.

26. I try to treat the children fairly.
___A. But their father/mother doesn't.
___B. But it's very hard.
___C. But they don't appreciate it.
___D. Simple fact.

27. I didn't steal those rings.
___A. But I stole something else.
___B. But I know who did.
___C. I resent the question.
___D. Simple fact.

28. People seem to like me.
___A. To my surprise.
___B. But they are only pretending.
___C. Even if you don't think I'm sociable
___D. Simple fact.

29. He was always a good boy.
___A. Although others thought him bad.
___B. He did what I told him to.
___C. Well, most of the time.
___D. I'm hurt to hear about it.

30. She was always asking about you.
___A. She was nice to do it.
___B. She doesn't any more.
___C. She was nosey.
___D. Simple fact.

31. They were the most loving of couples.
___A. But I changed all that.
___B. They certainly were not.
___C. But they had other troubles.
___D. Simple fact.

32. She goes to church every Sunday.
___A. But it doesn't seem to make such difference.
___B. But I don't.
___C. Church means a lot to her.
___D. Simple fact.

33. They've always had everything they needed
___A. They lead a life of luxury.
___B. It wasn't much but they ought to be satisfied.
___C. I certainly never did.
___D. Simple fact.

34. It's too bad they can't agree.
___A. I'm delighted.
___B. They really do agree.
___C. I must help them somehow.
___D. Simple fact.

35. She didn't seem to care what she did.
___A. But I did.
___B. So, I don't care either.
___C. She gave up on herself.
___D. Simple fact.

36. If he wants it that way, I'll agree
___A. I really disagree.
___B. My opinion doesn't matter.
___C. But I don't see why she does.
___D. Simple fact.

37. It would be a fine thing if you would release her.
___A. It would really be noble.
___B. Then she'd really go bad.
___C. But it doesn't matter to me.
___D. I resent your holding her.

38. I'm a religious person.
___A. Very deeply so.
___B. I'm not at all.
___C. After my own fashion.
___D. Simple fact.

39. Oh! I'm sure they wanted to help.
___A. They really tried.
___B. They really didn't care.
___C. But they loused it up.
___D. Simple fact.

40. I've been told I'm a good student.
___A. But you expect too much of me.
___B. And I am!
___C. So why don't I do better?
___D. Simple fact.

41. That's not my problem.
___A. But let me tell you what it is.
___B. Don't ask about that.
___C. Or is it?
___D. Simple fact.

42. I really don't mind being alone.
___A. But I've just found it out.
___B. I can't stand being alone.
___C. I enjoy being alone.
___D. Simple fact.

43. You had better go now.
___A. Our time is almost up.
___B. Quickly!
___C. But come back later.
___D. Before someone sees us!

44. If I were you, I'd stop worrying about it.
___A. But I'm glad I'm not you.
___B. I'd do something about it.
___C. It's really no problem.
___D. Simple fact.

45. I certainly hope he shows up.
___A. He's rather unpredicatable.
___B. I really don't.
___C. He's one of my favorites.
___D. Simple fact.

46. You're not my type.
___A. But I could <u>change</u> my mind
___B. But you <u>are</u> a nice person.
___C. But your friend <u>is</u>.
___D. But let's be friends.

47. Do you think these sessions will help me?
___A. Please tell me "yes".
___B. Nothing can help me.
___C. Isn't there something else you can do?
___D. Aren't you being far-fetched?

48. Is there anything else you want to tell me?
___A. You're holding out on me.
___B. Well, what <u>next</u>?
___C. I hold that's all.
___D. I must go now.

APPENDIX B

INSTITUTE BIBLIOGRAPHIES

Librarians
and
Better Human Relations

Through good literature fitted to their cultural and intellectual levels, children learn that reading can be fun, that unexplored vistas await them. Books are an excellent way to introduce the concept of a multi-cultural society. They provide heroes with whom children can identify, goals toward which to aim, and rational methods for attaining these goals. Searching questions are asked of librarians:

1. Does the library room have the air and atmosphere of a special place?

2. Does it have the best books of all times for the children of today?

3. Have the best of new materials dealing with the Negro, Puerto Rican, Mexican, American, and other minority groups been added to the collections?

4. Have outdated and inaccurate materials been discarded?

5. Do biographies and history books adequately present the achievements of outstanding Negro individuals and Negroes in the history of the United States?

6. Do illustrations picture persons of all races in America? Do these illustrations foster understanding of our multi-racial society and the need for intergroup harmony and cooperation?

7. Do story books represent the whole spectrum of persons in America and foster understanding of the wide variety of cultural and racial backgrounds in America?

8. Does the school have a central library with enough books to satisfy the needs and appetites of the children it serves?

9. Are books circulated freely?

10. Are children restricted in their choice of books and in the number they may borrow?

11. What attitudes does the librarian and teacher take toward the child who accidentally soils, tears, or looses a book?[1]

Short Bibliography

Crosby, Muriel (ed.) Reading Ladders for Human Relations. (4th ed.) Washington: American Council on Education. 1963. paper $2.50.

This book provides teachers and librarians with an extensive and highly valuable annotated bibliography to help their students develop self-insight, sensitivity to the experiences of others, expectations of differences among people, and insight into different value patterns. The books are classified according to six themes and five reading levels. Suggestions are presented on ways of best utilizing the books.

(Adapted from Frost, Joe L., and Hawkes, Glen R. The Disadvantaged Child. Boston: Houghton-Mifflin Company. 1966. pp. 289-90)

Rollins, Charlemae (ed.) We Build Together: A Reader's Guide to Negro Life and Literature for Elementary and High School Use. (3rd ed.) Champaign, Illinois: National Council of Teachers. 1967.

This carefully selected list of children's books dealing with Negro life contains concise and informative reviews of each book and an introduction discussing the value of such books for Negro and white children.

Wolfe, Ann G. About 100 Books (5th ed.) New York: The Jewish Committee. 1965. $35

This is an annotated bibliography for children from 5 - 16. The books are selected for their value in furthering better intergroup understanding.

-----The Negro in the United States. New York Public Library. April, 1965.

This is a valuable annotated bibliography of many books dealing with all aspects of Negro life in the United States, past and present.

Franklin, John H. "Discovering Black America: A Historical Roundup," The New York Times Book Review, September 8, 1968. pp. 48.

A valuable review of most of the better historical works, general and specific, dealing with the role of the Negro in American history.

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Books

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2. Davis, John P. (ed.) The American Negro Reference Book. Englewood Cliffs, N.J.: Prentice-Hall. 1965. $22.50.

3. -------In-Service Library of Audio-Visual Materials. Berkeley, Calif.: Berkeley Unified School District, April, 1967 (Supplement, June, 1967).
   These catalogs list and describes a wide assortment of instructional material related to intergroup education. (CL)

4. Rollins, Charlema. (ed.) We Build Together: A Reader's Guide to Negro Life and Literature for Elementary and High School Use (3rd. ed.) Champaign, Illinois: National Council of Teachers, 1967.
   This carefully selected list of children's books dealing with Negro life contains concise and informative reviews of each book and an introduction discussing the value of such books for Negro and white children.

5. --------The Negro in the United States. New York Public Library. April, 1965.
   This is a valuable annotated bibliography of many books dealing with all aspects of Negro life in the United States, past and present. (CL)

6. Wolfe, Ann G. About 100 Books. (5th ed.) New York: The American Jewish Committee. November, 1965. $.35.
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Articles

1. Bibliographic Survey: The Negro in Print. Published every other month by The Negro Bibliographic and Research Center, Inc. 117 R Street, N. E., Washington, D.C. 20002.

2. Foster, J. "Books on the American Negro." Senior Scholastic, vol. 90, supplement 29. February 17, 1967.

3. Redden, Carolyn L. "The American Negro: An Annotated List of Educational Films and Filmstrips." Journal of Negro Education, vol. 33. Winter, 1964. pp. 79-82.

4. Smith, Benjamin F. "Racial Integration in Public Education: An Annotated Bibliography, Part XI." The Negro Educational Review. vol. 15. January, 1964. pp. 4-15.

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6. Sutherland, Z. "Child's World of Difference." Saturday Reviews. vol. 49. October 22, 1966. pp. 60-2.

CLASSROOM TEACHER

Books

1. Anderson, Margaret. Children of the South. New York: Farrar, Straus and Giroux. 1966. $4.95.
   This intensely human book, written by a white school teacher, shows how the radically new situation of a desegregated high school in Tennessee affected the children psychologically, socially, and educationally. The author often lets the children speak for themselves. (CL)

2. Bash, James H. Effective Teaching in the Desegregated School. Bloomington, Ind.: Phi Delta Kappa. 1966. $.50.
   This fine pamphlet offers many concrete suggestions and explorations of attitudes which are appropriate for effective teaching in newly desegregated situations. Discussed are teacher-pupil, teacher-teacher, and teacher-administrator relationships. (CL)

3. Chesler, Mark. "What Happened After You Desegregated the White School?" Atlanta: Southern Regional Council. 1967
   This report records the comments of 20 Negro teenagers who were among the first of their race to attend previously all-white public schools in three small rural communities in the black belt of the Deep South. Contains excerpts from conversations and comments by the author. (CL)

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   This book discusses the intergroup experiences and outlook of various groups, and the schools in which children of different groups encounter each other. It shows how curriculum materials and texts in many subjects can be used to promote intergroup experiences. (CL)

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6. Giles, H. Harry. The Integrated Classroom. New York: Basic Books. 1959.
   This book reports some of the varied reactions to integrated classrooms, analyzes some of the social, psycholigical and cultural dimensions of integrated education, and offers many suggestions in terms of curriculum and teacher aids for integrated situations.

7. Grambs, Jean D. Understanding Intergroup Relations. Association of Classroom Teachers of NEA. 1965.
   This pamphlet draws from research those items which are helpful in understanding and coping with intergroup relations. (CL)

8. Greene, Mary. School Children. New York: Pantheon, 1966. $4.95.
   In this vivid account with many anecodotes and much blunt dialogue, the authors have captured the stark realism of education in two inner city elementary schools. Feelings and attitudes of the disadvantaged children in these schools are sharply revealed to the reader.

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This book describes in detail how, through unit teaching, teachers can guide children to understand the dignity and importance of each individual in our society, how people share in promoting the common good, and how American deomcracy is unique. Fundamental concepts and facts about the society and child are discussed, and carefully outlined units of certain important topics are presented. (CL)

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This little book is a fine discussion of how teachers should think, feel, and act to best help their students in integrated situations. Although written for beginning teachers, it should be very useful reading for any teacher who wishes to maximize the potential of all his students. (CL)

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RACE: SCIENCE AND INTELLIGENCE

Books

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2. Bibby, Cyril. Race, Prejudice and Education. New York: Praeger. 1960. $4.00.
   This book presents the biological facts about the divisions and variations of mankind. It traces the growth of racial discrimination, discusses the emotions behind it, and suggests ways in which the school can combat prejudice. (CL)

3. Courlander, Harold. On Recognizing the Human Species. New York: Anti-Defamation League of B'nai B'rith. 1960 $.50.
   This pamphlet discusses the many similiarities of all human beings that underlie the outward differences of peoples in widely different regions and cultures.

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   This pamphlet is a compact but comprehensive coverage of the scientific research related to intelligence and race. The claims of "scientific racists" are examined and found deficient in the light of the best and most recent research. (CL)

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   This is an interesting textbook covering the usual aspects of educational sociology, such as social aspects of teaching, educational aspects of environment, social class influence and the like.

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   An autobiography of a courageons Negro woman who devoted her life to educational work among Negroes in the South. Mrs. Clark was born and raised in Charleston, South Carolina, and she relates many of her experiences there.

6. Comas, Juan. Racial Myths. New York: UNESCO. 1958. $.60
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    This booklet discusses "the complex relation between racial antagonism and mental health."

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15. Morant, G. M. The Significance of Racial Differences. New York: UNESCO. 1958 $.30.
The author discusses racial differences in terms of mental and physical characteristics, and discusses the meaning of such differences.

16. Rose, Arnold. The Roots of Prejudice. New York: UNESCO. 1958. $.30.
This booklet discusses some of the causes of prejudice, the psychology of prejudice and its effect on the personality, and the transmission of prejudice to children.

17. Sarrat, Reed. The Ordeal of Desegregation. New York: Harper. 1966. $7.50.
In this valuable and careful work, the author undertakes a review of various vocations (e.g.) "The Clergy," "The Judges," etc. and comes up with an assessment of the reasons for foot-dragging on school desegregation.

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THE DISADVANTAGED

Books

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   This book is a report of the Research Conference on Education and Cultural Deprivation held at the University of Chicago, June, 1964. A review of available literature and research studies on the culturally deprived is presented. Additional effort is made to provide recommendations as to programs for the culturally deprived and suggestions for needed research.

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APPENDIX C

INSTITUTE EVALUATION FORMS

DESEGREGATION INSTITUTE INVENTORY

A. Please check the blanks which apply to you:

1. White _____ Negro _____

2. Male _____ Female _____

3. Teacher _____ Supervisor _____ Administrator _____

4. Elementary _____ Secondary _____ Both _____

B. Please fill in the blanks as accurately as possible:

1. Age ----------_____

2. Years of teaching experience ------ _____

3. Highest degree held ---------- _____

4. Number of semester hours beyond highest degree---------- _____

5. Certification:

   a. Group ---------- _____

   b. Class ---------- _____

   c. Grade ---------- _____

6. Area of Certification ---------- _____

C. Please check the block which most nearly expresses your feeling about each item.

	Very Much	Considerably	Somewhat	Not Much	Not at all
1. The institute has been of value to me.					
2. The institute has given me a better understanding of my professional responsibilities.					
3. I feel more able to handle classroom situations arising from desegregation.					
4. I am more aware of the problems to be encountered in a desegregated classroom.					
5. The institute has helped me to develop the skills and insights necessary to work in a desegregated school.					
6. I have an increased understanding of and sensitivity to children of my own and other races.					
7. I have a better understanding of the opposite race.					
8. I have a better understanding of my own race.					
9. The outside consultants helped me to develop a greater understanding of the opposite race.					
10. Other institute participants (teachers) helped me develop a greater understanding of the opposite race.					
11. Students of the opposite race will respond well in my class.					
12. Negro and white students will probably get along well.					
13. Most students of the opposite race will perform in my classes at a low academic level.					
14. I will have to adjust my grading and reporting system in a desegregated situation.					
15. I will be able to gain the respect of both Negro and white students.					
16. Students of the opposite race will be hard to discipline.					
17. Discipline problems will be greater in a desegregated school.					

	Very Much	Considerably	Somewhat	Not Much	Not at all
18. Parents of the opposite race will be receptive to me as a teacher.					
19. Parents of the opposite race will support the teachers in a desegregated school.					
20. Outside community pressures will be exerted on the teachers in desegregated schools.					
21. I have fears about working in a desegregated school.					
22. I would like to take a more active part in my school to bring about full integration.					
23. Social functions of the staff should be desegregated.					
24. I would like to continue working with desegregated groups.					
25. I would encourage my colleagues to apply for participation in future institutes of this nature.					

D. Please check the block which most nearly expresses your feeling about each item.

The Institute was:	Very	Somewhat	Little or None
informative			
confusing			
needed			
irrelevant			
beneficial			
wasteful			
worthwhile			
interesting			
too formal			
too structured			
productive			
too long			
provocative			
too short			
well-planned			
valuable			
stimulating			
boring			

F. Please comment on the Institute's:

1. Strengths -

2. Weaknesses -

3. Problems -

4. Recommendations -

5. Needed follow-up activities -

Leadership Planning Institute
Evaluation Form

In an effort to help the Center conduct the most meaningful and useful Leadership Institute possible in the time available, you are being asked to react to the following statements. Carefully consider the statement and then circle the point on the scale below which most nearly represents the degree of your agreement or disagreement.

* * * * * * *

strongly agree — no opinion — strongly disagree

Example Statement

The institute was helpful.

If you agree with this but have a little reservation, you may want to circle the following point on the scale.

* * * * * * *

strongly agree — no opinion — strongly disagree

If you felt the institute was useless to you, you may want to circle the following point on the scale.

* * * * * * *

strongly agree — no opinion — strongly disagree

1. Every member of the group had an opportunity to contribute to the discussion.

* * * * * * *

strongly agree — no opinion — strongly disagree

2. Every member contributed to the discussion.

* * * * * * *

strongly agree — no opinion — strongly disagree

3. The discussions were oriented towards decision and action, when ever applicable.

* * * * * * *

strongly agree — no opinion — strongly disagree

4. There was an atmosphere of friendly cooperation especially when conflicting points of view were expressed.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

5. There was a feeling of progress toward common goals

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

6. I felt free to express my views even though everyone did not agree with them.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

7. I gained some new insights and understanding as a result of the discussions.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

8. The discussions helped me to clarify my thinking on some educational problems.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

9. The discussions helped me to clarify my thinking on race problems.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

10. Group members expressed their actual feelings and thoughts when race issues were being discussed.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

11. I expressed my actual feelings and thoughts when race issues were being discussed.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

12. At the start of the institute, I felt I could talk openly with group members of the other race.

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

13. I learned some significant qualities about group members of the other race which helped me to understand them and their viewpoints better.

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

14. At the close of the institute I felt I could talk openly with group members of the other race.

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

15. The institute provided me an opportunity to sharpen my skills in identifying problem areas.

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

16. Adequate time was alloted to problem identification

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

17. I feel I am better able to draw out other people's views as a result of the institute.

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

18. Role playing was an enjoyable experience.

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

19. Pole playing was a good way to get at real attitudes.

strongly agree	*	*	*	*	*	*	*	no opinion	strongly disagree

20. Role playing situations were more meaningful when the material was prepared by the institute staff.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

21. Role playing situations were more meaningful when the material was prepared by the group.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

22. Adequate time was devoted to preparing materials.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

23. I benefited from listening to tapes and reacting to them.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

24. I spent most of my time listening to others talk.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

25. At the end of the institute I found myself listening more to what others said than at the beginning.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

26. As a result of the institute, I feel better equipped to help conduct workshops in my own district.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

27. The institute instructor (s) did not monopolize the discussions.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

28. The institute instructor (s) yielded his authority when the group turned to another member for leadership.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

29. The institute instructor (s) was/were sensitive to the feelings of others.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

30. The institute instructor (s) kept the discussions oriented to the central issues and did not let them degenerate into irrelevant chatter.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

31. When differences on a minor point arose the institute instructor (s) intervened and suggested consideration of a more basic issue.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

32. The group was not unduly dependent on the institute instructor (s) but used its own leadership to find common solutions.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

33. Discussions were allowed to develop spontaneously and proceed as long as they related to central issues.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

34. The institute instructor (s) constantly used the discussion techniques which the distributed literature suggested.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

35. The institute instructor (s) had a good understanding of the race and educational problems involved in desegregation.

*	*	*	*	*	*	*
strongly agree			no opinion			strongly disagree

Appendix D

Guidelines for Center-LEA Institutes

The SCSDCC has been established to be of service to local school districts in the area of school desegregation. It is our wish to make the maximum contribution possible to those areas which the school officials have identified as necessitating assistance from the Center.

To facilitate Center assistance and to clearly define areas of responsibility and involvement, the following guidelines are suggested:

1. Representatives of the LEA and the Center will meet to determine the terms of the institute agreement.

2. The institute agreement will be a written document defining the following:

   a. The objectives of the institute.

   b. The proposed activities.

   c. The number of participants anticipated in each activity.

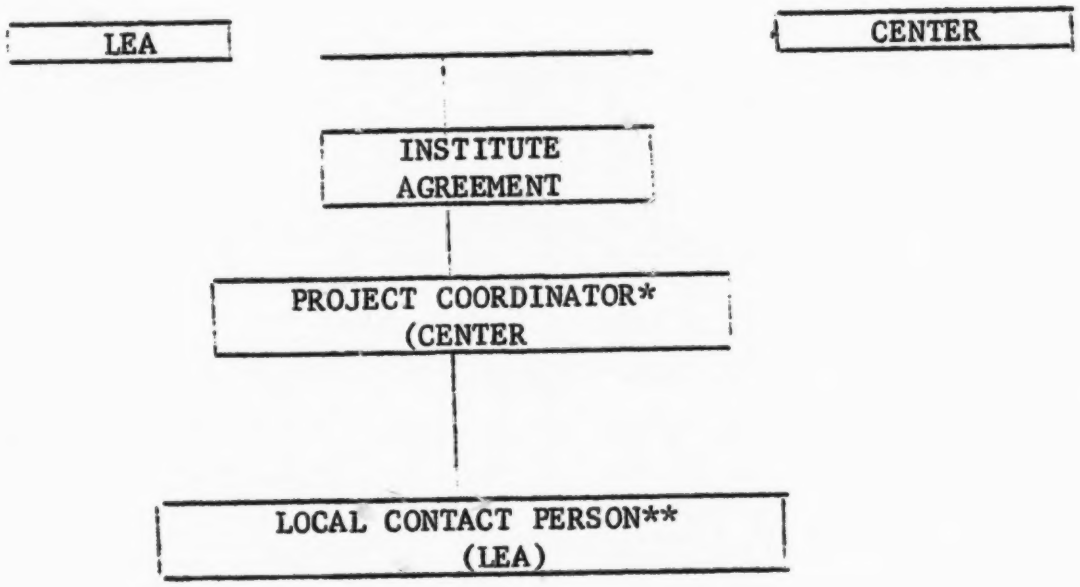
   d. LEA responsibilities for providing services and finances.

   e. Center responsibilities for providing services and finances.

   f. The relationship of various administrative and staff personnel involved in the project to one another and to the Center and LEA.

   g. The agreement will be subject to revision - if both parties (LEA and Center) agree to proposed revision.

The following "Flow chart" briefly describes the relationship of the major parties concerned with an LEA institute sponsored by the University of South Carolina School Desegregation Consulting Center:



*The project coordinator will be responsible for the institute and all its activities - within the terms of the agreement which the LEA and the Center arrive at. He will be a paid staff member of the Center.

**The local contact person will be responsible to the project coordinator for handling details which will facilitate the smooth operation of the institute. He will be an employee of the LEA.

(1) The Center is able to assume financial obligation in the following areas:

a. Fees and expenses for consultants participating in the institute.

b. Participant stipends and travel allowances where appropriate.

c. Project coordinator's salary and expenses.

d. All other Center staff salaries and travel expenses incurred as a result of institute participation.

e. Special educational materials to be utilized by participants in the institute.

(2) The Center will provide the following services:

a. Leadership training and planning for group leaders, supervisors and administrators.

b. Center staff consultants with specialized competencies.

c. Consultants and programs for institutes and curricular projects.

d. A project coordinator - who will be a full or part-time employee of the Center. He will coordinate all institute activities. He will direct the activities of the local contact person in accordance with the agreement reached between the Center and the LEA.

(3) The LEA will be expected to finance the following:

a. Meals and refreshments at breaks for institute participants.

b. Duplication of materials to be utilized by participants.

c. Local mailing and phone costs of the contact person.

d. Provision of local contact person who is an employee of the district.

*NOTE: Large scale commitment within any single LEA will necessitate some financial commitment on the part of that LEA. Local financial commitment is necessitated by the demand for Center services coming from the numerous LEA's and the limited resources which the Center has, at its disposal, for any single LEA project.

(4) The LEA should provide the following services:

a. Audio-visual equipment necessary for the institute instructional purpose.

b. Physical facilities for institute activities.

c. Secretarial and clerical help necessary to facilitate institute activities.

d. Released time for teachers and administrators for institute participation and, where necessary, for related planning activities.

e. A local contact person.

f. Adequate "on-the-job" time for the contact person to perform his duties.

(5) The local contact person will, for each LEA, handle the following institute connected duties:

a. Seeing that all necessary audio-visual and other materials are available for use when needed in the institute.

b. Arranging for facilities to house institute programs.

c. Distributing of institute connected literature to participants.

d. Providing information, concerning institute participants, to the Center.

e. Arranging for "leadership" meetings.

f. Arranging for housing and meals for Center personnel and consultants who have to stay overnight.

g. Handling pay forms and check distribution to institute participants.

h. Handling details for meals and refreshments at breaks during the course of the institute.

APPENDIX E

Itemized Program Continuation Commitments

I.	Three regional one-week institutes planned in cooperation with regional Title III Centers, 100 participants per region at $50 each/week stipend.	$15,000
II.	Three regional three-week institutes planned in cooperation with local school districts, 200 total participants $25 each/week stipend.	15,000
	15 consultant days @ $65	975
	consultant travel and per diem (average $27/consultant day)	405
III.	One three-week on campus institute for guidance personnel in bi-racial situations, 45 participants, $75 each/week expenses	10,125
	23 consultant days @ 65	1,495
	Total continuation commitment	$43,000